

Texas Education Agency

Standard Application System (SAS)

2016–2017 Texas 21st Century Community Learning Centers, Cycle 9, Year 1

Program authority:	Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act	FOR TEA USE ONLY Write NOGA ID here Place date stamp here DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION TEXAS EDUCATION AGENCY MAR 29 2016 PM 3:40
Grant Period	August 1, 2016, to July 31, 2017	
Application deadline:	5:00 p.m. Central Time, March 29, 2016	
Submittal information:	Three complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin, TX 78701-1494	
Contact information:	21stCentury@tea.texas.gov	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Faith Academy of Bellville	008-130-101	DNA	
Vendor ID #	ESC Region #	DUNS #	
DNA	6	009-578-712	
Mailing address		City	State ZIP Code
12177 Hwy 36		Bellville	TX 77418-7051

Primary Contact

First name	M.I.	Last name	Title
Merlene	A	Byler	Administrator
Telephone #	Email address		FAX #
(979) 865-1811	mbyler@faithacademybellville.org		(979) 865-2454

Secondary Contact

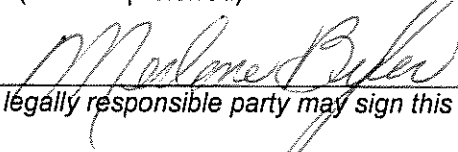
First name	M.I.	Last name	Title
Rhanda	F	Lattimore	Administrative Assistant
Telephone #	Email address		FAX #
(979) 865-1811	rlattimore@faithacademybellville.org		(979) 865-1811

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Merlene	A	Byler	Administrator
Telephone #	Email address		FAX #
(979) 865-1811	mbyler@faithacademybellville.org		(979) 865-2454
Signature (blue ink preferred)		Date signed	


 Only the legally responsible party may sign this application.

03/28/16

701-16-102-152

Schedule #1—General Information (cont.)County-district number or vendor ID: **008-130-101**Amendment # (for amendments only): **DNA****Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	X	
2	Required Attachments and Provisions and Assurances	X	
3	Certification of Shared Services	X	
4	Request for Amendment	N/A	
5	Program Executive Summary	X	
6	Program Budget Summary	X	
7	Payroll Costs (6100)	X	
8	Professional and Contracted Services (6200)	X	
9	Supplies and Materials (6300)	X	
10	Other Operating Costs (6400)	X	
11	Capital Outlay (6600)	X	
12	Demographics and Participants to Be Served with Grant Funds	X	
13	Needs Assessment	X	
14	Management Plan	X	
15	Project Evaluation	X	
16	Responses to Statutory Requirements	X	
17	Responses to TEA Requirements	X	
18	Equitable Access and Participation	X	
19	Private Nonprofit School Participation	X	
21	Program Information Addendum	X	

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations

INSTRUCTIONS: This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

Section 1: Applicant Organization's Fiscal YearStart date (MM/DD): **07/01****06/30****Section 2: Applicant Organizations and the Texas Statewide Single Audit**

Yes:

No: **X****For TEA Use Only**

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Appendix A

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
1.	Nonprofit organization	Internal Revenue Letter dated 1997 granting 501©3 status See Appendix A
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Memorandum of Understanding	Memorandum of Understanding with Sealy Independent School District See Appendix B

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
X	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
X	I certify my acceptance of and compliance with the program guidelines for this grant.
X	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
X	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
X	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
X	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that the program will take place in a safe and accessible facility.
4.	The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.
5.	The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.
6.	The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.
7.	The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment.
8.	The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.

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Schedule #3—Certification of Shared Services

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA


I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	008-130-1010	Merlene Byler	(979) 865-1811	\$430,578
	Faith Academy of Bellville		<u>mbyler@faithacademybellville.org</u>	
Member Districts				
2.	008-902-041	Jim Thompson	(979) 885-3292	\$0
	Sealy Junior High	DNA	jthompson@sealyisd.com	
3.	008-902-103	David Janecek	(979) 885-3852	\$0
	Selman Intermediate	DNA	djanecek@sealyisd.com	
4.	008-902-102	Mary Gajewski	(979) 885-6659	\$0
	Selman Elementary	DNA	mgajewski@sealyisd.com	
5.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
6.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
7.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
8.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	

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Schedule #3—Certification of Shared Services (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
10.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
11.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
12.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
13.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
14.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
15.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
16.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
17.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
18.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
19.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
20.	DNA	DNA	DNA	DNA
	DNA	DNA	DNA	
Grand total:				\$430,578

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **008-130-101**Amendment # (for amendments only): **DNA****Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	DNA	DNA	DNA	DNA
2.	Schedule #8: Contracted Services	6200	DNA	DNA	DNA	DNA
3.	Schedule #9: Supplies and Materials	6300	DNA	DNA	DNA	DNA
4.	Schedule #10: Other Operating Costs	6400	DNA	DNA	DNA	DNA
5.	Schedule #11: Capital Outlay	6600	DNA	DNA	DNA	DNA
6.	Total direct costs:		DNA	DNA	DNA	DNA
7.	Indirect cost (0%):		DNA	DNA	DNA	DNA
8.	Total costs:		DNA	DNA	DNA	DNA

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 008-130-101			Amendment # (for amendments only): DNA
Part 4: Amendment Justification			
Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.	DNA	DNA	DNA
2.	DNA	DNA	DNA
3.	DNA	DNA	DNA
4.	DNA	DNA	DNA
5.	DNA	DNA	DNA
6.	DNA	DNA	DNA
7.	DNA	DNA	DNA

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **008-130-101**Amendment # (for amendments only): **DNA**

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Two decades ago, Faith Academy Bellville initiated an innovative program to identify the root cause of struggling students and take necessary steps to change the course of their academic careers. With proven results, the FALCON program strengthens the student's brain development resulting in significant improvement in all academic areas. Through reviewed TEA collected data, it appears evident that Austin County students are performing below their potential. Faith Academy endeavors to expand their FALCON program throughout the entire community by launching afterschool programs for PK through 8th grade in Sealy ISD. Our goal is to improve information integration skills, reading, math, science and social studies' scores of all students, improving their attitude toward learning, thereby increase their overall functioning and long-term success.

In the initial phases of development, the Executive Director of Faith Academy met with various representative of local school districts to verify the need and interest for a partnership. Ultimately, it was determined that a pilot collaboration should be formed between Faith Academy and the largest district in the county. Currently, a formal agreement has been arranged wherein Faith Academy would provide afterschool enrichment services not only to their own students, but they would integrate services to the younger students from Sealy ISD. The Community Advisory Council will consist of the leadership from Faith Academy and the Sealy ISD as well local government officials, area business professionals, law enforcement and first responders.

Faith Academy continues to reach out to all Independent School Districts for further feedback and potential collaborations in following years. At this point, all grant programming and management will be administered through the resources at Faith Academy. They assume full responsibility for community communication, program administration, fiscal oversight and administration, student development and tracking, staffing (to include hiring the required full time Project Director, 2 Site Coordinators, a Family Engagement Specialist, math and reading tutors in addition to professional service delivery staff, program and financial reporting as well as quality assurance, risk management and training (other than that provided through TEA)

Utilizing the 2015 TEA report cards, we determined a disparity between the achievement rates of the overall campuses and those of African American, Hispanic and Economically disadvantaged students. Minority populations tested 45% below school average in reading at Sealy ISD. In Mathematics, Sealy minority students performed 40% below district average. With over 50% of the population economically disadvantaged, Faith Academy stands ready to begin integrating services with a significant portion of the public school students who are within the closest proximity to them.

The budget was developed utilizing Faith Academy's campus as the hub of all administration / coordination for services. Faith Academy's FALCON center will be used to provide services to students for Center 1. And their Early Childhood center will provide services younger students identified for Center 2. With no facility overhead, and public schools providing transportation, costs for this program are centered around staff and supplies. Through the use of 21st Century funds, Faith Academy has agreed to assume all fiscal responsibility for providing services (to include facility, staff, supplies, training, program accountability documentation and fiscal oversight). This leaves the public schools in a position to support the program at no financial cost or staff depletion.

Faith Academy's FALCON partnership with the public schools stands in a strong strategic place to meet or exceed all Federal and State statutory requirements. In partnership with the superintendents of both school districts, FA's administrators have formed in alliance to ensure the most vulnerable students are identified and transported to the FALCON Center on a daily basis in Fall, Spring and Summer.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Services will be provided four days a week (Monday through Thursday) both before school after school and during the summer. Student activities are designed to engage students in a fun and interesting manner, introducing them to the Love & Logic model of discipline and training – an evidence supported model. In addition, Parents will be given the opportunity to be trained in the same exercises as their children, Love & Logic. Through group and individual family sessions Faith Academy FALCON Center will be able to engage hard-to-reach parents.

Faith Academy has agreed to create brochures to introduce the program in both English and Spanish. Participating schools have agreed to distribute the brochures to eligible students in grades PK through 8th grade. All districts have agreed to facilitate obtaining the necessary application paperwork from the students and provide to Faith Academy.

The original needs assessment was determined through the public school students' performance on STAAR testing. Faith Academy students are identified by TerraNova 3. Once the low performing students are identified through each school a specific needs assessment for reading, math and visual and auditory processing will be administered at the FALCON Center & the FALCON EEC Center to determine each child's beginning age appropriate status. Also, the contracted Neurodevelopmental Specialists will conduct a combination of primitive and postural reflex integration evaluations developed by Harald Blomberg, MD of Sweden.

Once identified for the program, participants will receive evidence based and cutting edge neurodevelopment programming targeting their ability to assimilate information, enhance their ability to retrieve and process multiple concepts, and teach them to love learning.... All of which will significantly increase their ability to meet or exceed educational advancements. In the initial phase of the program, a trained professional will give each student a thorough and individual assessment leading to an individualized course of activities targeting neural deficits identified. Their performance will be tracked weekly and measured through statistically reliable and valid assessments of Visagraph, Reading Plus, ALEKS.com, DIBELS at three intervals (and more if necessary) so that each child will receive services tailored to his/her abilities and needs. FAB will also work closely with behavioral optometrists in the area with whom a working relationship has already been established giving families professional advice on visual therapy when needed.

As standard protocol for the FALCON Center, all staff will hold weekly meetings in which to review each student's status and progress. Utilizing initial assessments, mid-term evaluations, and feedback from both parents and teachers, program staff will modify services on a weekly basis to ensure the greatest level of success for each student

As there are currently no services of this magnitude in the county, teachers from public schools are invited to attend training sessions and observe activities (or volunteer to assist with activities) that strengthen student skills, thereby giving them the ability to reinforce skills through their classroom daily activities. It is hoped that the public schools will become stronger partners over time and fully integrate these techniques into their curriculum of physical and academic educational services.

In this collaboration, it is hoped that the public schools will see the significant gains made by the students who participate in the program. As such, discussions will begin on how to incorporate more of these neural development exercises into the standard curriculum currently in use. If possible, the majority of these services have the potential to be administered through the public schools once training and tools are acquired. Faith Academy is committed to providing a facility and professionals to assist the public schools in the advancement of the reading and skills of the most vulnerable (and willing) students and families. We envision and strong partnership that will receive notoriety and funding in the near future.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 008-130-101			Amendment # (for amendments only): DNA		
Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB					
Grant period: August 1, 2016, to July 31, 2017			Fund code/shared services arrangement code: 265/352		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$309,678	\$15,483	\$325,161
Schedule #8	Professional and Contracted Services (6200)	6200	\$72,460	\$3,623	\$76,083
Schedule #9	Supplies and Materials (6300)	6300	\$35,460	\$1,773	\$37,233
Schedule #10	Other Operating Costs (6400)	6400	\$900	\$45	\$945
Schedule #11	Capital Outlay (6600)	6600	\$12,080	\$604	\$12,684
	Consolidate Administrative Funds			X Yes <input type="checkbox"/> No	
Total direct costs:			\$430,578	\$21,528	\$452,106
Percentage% indirect costs (see note):			N/A	\$0	\$0
Grand total of budgeted costs (add all entries in each column):			\$430,578	\$21,528	\$452,106
Shared Services Arrangement					
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0
Administrative Cost Calculation					
Enter the total grant amount requested:					\$430,578
Percentage limit on administrative costs established for the program (5%):					× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$21,528

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 008-130-101			Amendment # (for amendments only): DNA	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher (tutoring)		2	\$40,320
2	Educational aide	0	0	\$0
3	Tutor	0	0	\$0
Program Management and Administration				
4	Project director (required)		1	\$89,100
5	Site coordinator (required)		2	\$100,000
6	Family engagement specialist (required)		1	\$19,380
7	Secretary/administrative assistant	0	0	\$0
8	Data entry clerk		1	\$10,080
9	Grant accountant/bookkeeper		1	\$10,080
10	Evaluator/evaluation specialist		1	\$0
Auxiliary				
11	Counselor	0	0	\$0
12	Social worker	0	2	\$10,000
Education Service Center (to be completed by ESC only when ESC is the applicant)				
13	ESC specialist/consultant	DNA	DNA	\$0
14	ESC coordinator/manager/supervisor	DNA	DNA	\$0
15	ESC support staff	DNA	DNA	\$0
16	ESC other	DNA	DNA	\$0
17	ESC other	DNA	DNA	\$0
18	ESC other	DNA	DNA	\$0
Other Employee Positions				
19	Maintenance Director		1	\$20,000
20	None	0	0	\$0
21	None	0	0	\$0
22	Subtotal employee costs:			\$20,000
Substitute, Extra-Duty Pay, Benefits Costs				
23	6112	Substitute pay		\$0
24	6119	Professional staff extra-duty pay		\$0
25	6121	Support staff extra-duty pay		\$0
26	6140	Employee benefits		\$10,718
27	61XX	Tuition remission (IHEs only)		DNA
28	Subtotal substitute, extra-duty, benefits costs			\$10,718
29	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$309,678

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 008-130-101		Amendment # (for amendments only): DNA
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	\$0
	NONE	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Contract to provide 2 Neurodevelopment Specialists performing pre & post assessments, rhythmic movement coordination of the innovative FALCON program.	\$72,460
2	DNA	\$0
3	DNA	\$0
4	DNA	\$0
5	DNA	\$0
6	DNA	\$0
7	DNA	\$0
8	DNA	\$0
9	DNA	\$0
10	DNA	\$0
11	DNA	\$0
12	DNA	\$0
13	DNA	\$0
14	DNA	\$0
b. Subtotal of professional and contracted services:		\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$72,460

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 008-130-101		Amendment number (for amendments only): DNA
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$36,960
Grand total:		\$36,960

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

Each of 2 Centers will provide snacks for 20 students each day for the 144 days of the project @\$6 each = 34,560

Notebooks for Parenting Classes 120 kids serviced x 75% expected parent participation=90 @ \$10 each = 900

TOTAL ESTIMATE = 35,460

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 008-130-101		Amendment number (for amendments only): DNA
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form.	\$0
6412	Travel for students to conferences (does not include field trips). Requires authorization in writing. Specify purpose: DNA	\$0
6412/ 6494	Educational Field Trip(s). Must be allowable per Program Guidelines.	\$0
6413	Stipends for non-employees other than those included in 6419	\$0
6419	Non-employee costs for conferences. Requires authorization in writing.	\$0
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		\$900
Grand total:		\$900

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

Lodging and expenses for 4 FALCON staff to attend required TEA meeting in Austin, Texas (using summer rates).

All other staff training is to covered by FAB or is furnished by software, assessment providers free of charge on line and by visiting representatives.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 008-130-101			Amendment number (for amendments only): DNA	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1	DNA	DNA	DNA	DNA
66XX—Computing Devices, capitalized				
2	Reading Plus Visagraph III	1	\$3,900	\$3,900
3				
4				
5				
6				
7				
8				
9				
10				
11				
66XX—Software, capitalized				
12	Reading Plus one year subscription	1	\$6,500	\$6,500
13				
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19	Juggling Balls, Rings, Pins Set	1	\$ 1,460	\$ 1,460
20	Pillows / Mats	2	\$ 110	\$ 220
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
Grand total:				\$12,080

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			197	
Category	Number	Percentage	Category	Percentage
African American	13	11%	Attendance rate	DNA
Hispanic	54	44%	Annual dropout rate (Gr 9-12)	DNA
White	53	44%	Students taking the ACT and/or SAT	DNA
Asian	0	0%	Average SAT score (number value, not a percentage)	DNA
Economically disadvantaged	60	55%	Average ACT score (number value, not a percentage)	DNA
Limited English proficient (LEP)	17	14%	Students classified as "at risk" per Texas Education Code §29.081(d)	69%
Disciplinary placements	DNA	DNA		

Comments

The above numbers reflect anticipated break down of student population based on aggregate data from school district demographic reports. It is anticipated that there will be a slight variation from expected and actual category breakdowns, as the high priority students will be selected on an individual basis at the discretion of the home school.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	0%
Hispanic	2	5%	Bachelor's degree	40	100%
White	38	95%	Master's degree	4	10%
Asian	0	0%	Doctorate	0	0%
1-5 years exp.	DNA	DNA	Avg. salary, 1-5 years exp.	DNA	DNA
6-10 years exp.	DNA	DNA	Avg. salary, 6-10 years exp.	DNA	DNA
11-20 years exp.	DNA	DNA	Avg. salary, 11-20 years exp.	DNA	DNA
Over 20 years exp.	DNA	DNA	Avg. salary, over 20 years exp.	DNA	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	3	5	6	6	7	6	6	7	7	7	0	0	0	0	60
Open-enrollment charter school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Public institution	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Private nonprofit	17	5	3	2	6	4	4	6	8	5	0	0	0	0	60
Private for-profit	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TOTAL:	20	10	9	8	13	10	10	13	15	12	0	0	0	0	120

We are proposing to serve only grades PK through 8th as prevention of drop-out tendencies.**For TEA Use Only**

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Schedule #13—Needs Assessment

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Initially, the ED of Faith Academy began to seek alternative solutions for the students she saw struggling in her own school. She ultimately found that solution through the neuro developmental model of this program. With 20 years of success, she was encouraged to expand the Academy's services out to the community at large. She began meeting one-on-one with local principals in the Bellville ISD to determine the community need as well as define the resources available to the public school children. Over the past year data has been collected from officials from all three major districts in the area as well as the Chief Juvenile Probation officer for Austin County.

Utilizing the 2015 TEA report cards, we determined a disparity between the achievement rates of the overall campuses and those of African American, Hispanic and Economically disadvantaged students. These minority populations perform significantly lower on standardized tests than that of the district population as a whole. Using the 2015 STAAR testing index 1, Sealy students performed an average of 40% lower (than school wide *Phase-in Satisfactory Standards*) in mathematics and 45% lower in reading skills.

According to the 2015 Austin County Community Plan (for Juvenile Justice), a number of issues related to student performance are addressed. Under issue of "Community Awareness", this committee sites expanding organized after school, evening and summer program availability as their number 2 priority. They also identified adults needing ESL classes as one of their top 10 priorities. Under the issue of "School Performance", the plan sites the need for more services for At-Risk youth, Drop out Prevention services and non-traditional (alternative) educational activities that involve parents among their top 6 priorities. 58% of this district is economically disadvantaged. Transportation is an issue for everyone as there is no public transportation system in the city or county. The program's success is hinged upon the schools ability to transport during the school year, and Faith Academy's ability to transport during the summer. In addition, evaluation and program implementation require sophisticated tools and manipulatives, all of which are currently cost prohibitive to the school districts, but are being furnished through Faith Academy, at their facilities (The FALCON Center and the FALCON EEC).

The proposed program is designed initially to address the poor academic performance of children in Austin County, with a significant parent involvement component. The long term goal would be to incorporate this model inside each of the three public school districts and increase the developmental and academic abilities of all students who are low performers and at risk of chronic low performance or dropping out of school. As parent support is strongly encouraged and complementary to the success of each student, most of the activities (training and support groups) will be held after standard working hours or on weekends, with child care provided.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Part 2: Alignment with Grant Goals and Objectives. List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	35% of students in Sealy ISD have tested below phase-in satisfactory standard on the 2015 STAR test in Reading. This is 45% below the average achievement in Sealy. Their performance indicates they are at risk of low performance in all academic areas as reading is a primary skill necessary to achieve success in all academic areas.	Students in the program will be trained and strengthened in neural exercises specifically designed to connect their brains ability to learn and retain information. These new skills will enhance their ability to read at grade level and gain skills over the course of their academic career. As a complement to the exercises, academic tutors will assist in evaluation, and strengthening reading skills.
2.	28% of students in Sealy ISD have tested below phase in satisfactory standard on the 2015 STAR test in Mathematics. This is 40% below the average achievement in Sealy. This signifies an inability to recall math facts and process math concepts at grade level. Their performance indicates they are at risk of low performance in all science based academic areas as basic math skills are necessary to achieve high school graduation.	Students in the program will be trained and strengthened in neural exercises specifically designed to connect their brain's ability to learn and retain information. These new skills will enhance their ability to connect math facts and thus promote accelerated achievement over the course of their academic career. As a complement to the exercises, academic tutors will also provide support in remediation of mathematical concepts and skills.
3.	Poor performing students often lack the ability to retrieve and process multiple pieces of information in one context. This inability is a result of weak neural reflexes in the brain. This weakness is pervasive throughout their academic career.	Students will be engaged in daily exercises that target their ability to retrieve information and assimilate the information across multiple tasks (such as reading, social studies, math and science). Developing these skills will strengthen their ability to achieve academic success.
4.	Families of low performing students tend to be less engaged and supportive of their child's academic progress and thus have minimal ability to assist in the collaborative efforts with teachers to improve performance of their children.	By participating in family training, the parents of these children will gain new skills and learn more effective ways of helping their children navigate homework in a manner that creates success and less stress on the entire family. Family Engagement Specialist will also be able to provide individual support for families with multiple barriers at home.
5.	Low performing students are found to have minimal interest in taking necessary steps to improve their grades. Their attitude is one of defeat and disengagement with the academic arena.	Through the implementation of the neurodevelopment exercises, these low performing children will gain skills that will support all academic areas and improve academic performance. This improvement will improve attitude and ultimately enable the child to enjoy success with a new outlook on learning.

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Schedule #14—Management Plan					
County-district number or vendor ID: 008-130-101			Amendment # (for amendments only): DNA		
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Title	Desired Qualifications, Experience, Certifications			
1.	Project Director	A degree from accredited college or university; hold certification in Child Development, Neurodevelopment and or equivalents. Preference given to experience in management, leadership, employee/teacher/student relations and at-risk students /families.			
2.	Site Coordinator(s)	Experience in student/teacher and at-risk student/ family skills. Certified in Neurodevelopment or willing to train in FALCON Center specific techniques. PK-2 Site Coordinator- Child Development or related field degree desired.			
3.	Family Engagement Specialist	Certified in <i>Love and Logic</i> or other equivalent program. Experience addressing parents in proven strategies that promote family collaboration. Preference will be given to bi-lingual candidates			
4.	Math/Science Tutors	Degrees from accredited colleges or universities and proficient in Mathematics through 8 th grade. Qualified to teach science and social studies, possess student/classroom management skills and willing to be trained in techniques used by FALCON Center.			
5.	Reading/Social Studies Tutors	Hold degrees from accredited colleges or universities and be proficient in Barton or Neuhaus Reading skills or approved equivalent. They will possess student/classroom management, encouragement/enthusiasm skills to instill a love for learning.			
Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.					
#	Objective	Milestone		Begin Activity	End Activity
1.	Offer reading tutoring	1.	Visagraph measurement of visual deficiencies	08/22/2016	07/28/2017
		2.	Retained Primitive Reflexes and postural reflexes	08/22/2016	07/28/2017
		3.	Phonemic Awareness, audio/visual processing	08/22/2016	07/28/2017
		4.	Determine family dynamics and needs/goals	08/22/2016	07/28/2017
		5.	Math/Reading skills level / current grade level	08/22/2016	07/28/2017
2.	Offer math tutoring	1.	Begin Reading Plus intervention at level	08/22/2016	07/28/2017
		2.	Integrate retained reflexes w/rhythmic movements	08/22/2016	07/28/2017
		3.	Perform audio and visual processing activities	08/22/2016	07/28/2017
		4.	Offer practical parenting counseling and classes	08/22/2016	07/28/2017
		5.	Tutor/instruct in Reading and Math	08/22/2016	07/28/2017
3.	Facilitate activities to improve visual and auditory processing	1.	Gauge improvement of visual processing	08/22/2016	07/28/2017
		2.	Appraise integration of reflexes	08/22/2016	07/28/2017
		3.	Rank advancement audio/phonemic cognizance	08/22/2016	07/28/2017
		4.	Assess parent and teacher goal progress	08/22/2016	07/28/2017
		5.	Identify reading/math growth	08/22/2016	07/28/2017
4.	Offer parent/family support	1.	Advance to level as mid-way evaluation deems	08/22/2016	07/28/2017
		2.	Extend activity opportunities to advanced skills	08/22/2016	07/28/2017
		3.	Progress music and art appreciation/recognition	08/22/2016	07/28/2017
		4.	Supply tools to orchestrate parent/teacher goals	08/22/2016	07/28/2017
		5.	Continue reading/math/science/ssstudies tutoring	08/22/2016	07/28/2017
5.	Improve students' view of academic learning	1.	Visagraph to document grade proficiency	08/22/2016	07/28/2017
		2.	Publicize acquired juggling/mastered agility skills	08/22/2016	07/28/2017
		3.	Demonstrate processing improvements to family	08/22/2016	07/28/2017
		4.	Offer continuing parenting education	08/22/2016	07/28/2017
		5.	Validate reading/math progress by report cards	08/22/2016	07/28/2017
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.					
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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

We designed our program to monitor the attainment of goals and objectives by a pre-test, mid-way evaluation and post-assessment in all five areas by these means:

1. We used the Visagraph to detect, monitor and show improvement of visual, perceptual and information processing deficiencies that hinder reading development.
2. We contract the services of Brain Strategies, Inc. to measure students' age of neurodevelopment and formulate a plan of rhythmic movements and activities that incorporate juggling and other learned coordination activities that build neuro pathways to improve processing/reading/math skills.
3. We have an Audiogram with a certified instructor that measures 11 frequencies of hearing to document initial auditory status and improvements. Manual tests of measuring audibly and visually are now used.
4. We have forms for students, parents and teachers to list their goals for the designated student. These forms will be filled out initially, at the mid-way point of the program and after 50 days of program participation.
5. The students' current grades will be documented when entering the program and after 50 days of attendance.

In order for a student to obtain minimum benefits from the FALCON Program, they must be in attendance a minimum of 50 days. An activity log is kept on each student. Weekly staff meetings are designed to summarize and measure a student's progress. When that summary dictates a change in the student's customized plan, all facilitators are advised. Additionally, students and parents sign a contract upon entrance to the program. When any part of the contract is violated or jeopardized, a conference will be called to include student, parents and staff – at minimum by phone, in person if possible.

Part 4: Sustainability and Commitment. Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Faith Academy of Bellville initiated a program of identifying the root cause of struggling students almost two decades ago. We fine-tuned and added to our methods with the inclusion of assessing a student's neurodevelopment age and using rhythmic movements to integrate active primitive reflexes to advance the students brain development to match or exceed chronological age. We received private funding to build a 7,500 sq. ft. facility designed specifically to provide space to teach, instruct, demonstrate and facilitate the activities, exercises and movements needed to enable students to progress to that level of brain functioning. This program has a proven track record of success. However, our success is limited by available time during the school day, access to students outside our campus and available trained personnel.

This grant will enable us to hire personnel, attract students in the community and structure the before and after school hours to provide this program to more students. The stability, structure and sustainability of our school over time have given us an enviable and well-respected reputation. Once established within the community at large, we anticipate the data collected, the expanded reputation and testimonies through the community will give us the framework from which to solicit private funding and scholarships for the program.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Part 1: Evaluation Design. List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Visagraph	1.	Saccadic eye movement for age
		2.	—
		3.	—
2.	Visual and Auditory Processing	1.	After both visual and auditory processing level is obtained as student
		2.	—
		3.	—
3.		1.	
		2.	
		3.	
4.	DNA	1.	DNA
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student attendance/achievement:

- Initially each student will receive the above 5 assessments/goal sheets. Parents and teacher goals will be gathered also.
- Current report cards will be obtained as a part of the student's entrance process into the program.
- Tabulated with a check-in card bearing 50 circles. One circle is punched at the completion of each attended session. This Student Check-In will be balanced with the staff's Student Notebook
- A Student Notebook (containing all pre-tests) is kept by the attending staff members recording tutored time, computer time, neurodevelopment exercises, activities and student's attitude and participation of the day.
- Weekly staff Student Notebook review sessions will track student progress or regression. Should regression or undesirably slow progress be evident, the Neurodevelopment Specialist determines if individualized program is to be modified.

Parent attendance/achievement:

- The Family Engagement Specialist (FES) will maintain data on time, subject and progress of all family counseling sessions, individual and group.
- The family needs indicated to the FES as family observations are made will determine refinement of family presentations.
- Initial Parent Goals sheet will be the beginning benchmark.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Statutory Requirement 1: Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The activities to be funded are as follows and explained as supplemental:

- Funded tutoring by qualified teachers will be done with the objective of establishing or repairing foundational skills of phonics, grammar, writing which are essential to reading fluency and comprehension.
- The improvement of processing skills is to be obtained through one on one activities and existing computer programs facilitated by funded personnel.
- The ALEKS math program is Assessment and LEarning in Knowledge Spaces is a Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course ALEKS also provides the advantages of one-on-one instruction, 24/7, from virtually any website computer. Therefore, allowing students to use at home.
- Reading Plus uses evidence based procedure through Visagraph to determine the student's reading level and remediate. Thus providing supplemental reading material and practice.
- The equipment and contracted services which will be used to teach exercises and activities to reorganize the brain of the students to efficiently retain and retrieve information is obviously supplemental, but essential to the overall program.

Students participating from Faith Academy will be escorted to the FALCON Center by supervising adults. Once enrolled, a mutual agreement will be made between parents of students from area public schools and FAB determining needed transportation. Faith Academy has a 38 passenger bus and an 11 passenger van that will be used as needed.

Statutory Requirement 2: Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to inform the families/students about this opportunity, Faith Academy will create a brochure (in both English and Spanish) describing the program, anticipated outcomes, contact information (including the location of the FALCON Center), a schedule overview, the intended target students and requirements for participation. Each school will distribute the brochure to identified students and their family members. Each school will also follow up with family members and develop a schedule of which students will participate during each semester and summer.

Additionally, Faith Academy will provide a student/family contract that will outline individual responsibilities, program schedule and program assurances. The schools will be responsible for collecting the contracts and returning them to Faith Academy prior to the beginning of each session.

Faith Academy will also appoint a contact person who will be responsible for all family communication and who will be available by phone during business hours.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Statutory Requirement 3: Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Faith Academy has operated for more than 20 years with the philosophy that all children want to learn and to please. When a child struggles with reading, math, writing, etc., we are convinced that there is a root cause beyond their control. Finding that root cause is the goal of our initial assessments of vision, auditory and visual processing, non-integrated primitive reflexes, family goals and basic academic skills. Armed with that "cause" information, the proposed "fun" activities presented in short increments through the morning and/or afternoon are proved to keep the student engaged because they have set their own personal goals to work toward. Our experience has shown that even elementary students when given an opportunity to set personal goals 95% of the time set meaningful objectives. Some examples we have seen are:

- Getting along better with parents
- Being able to read as well as classmates
- Being able to run faster
- Learning math facts
- Not being the last to finish in class

The exercises, movements and activities are presented with the DIF theory – **DURATION** (short increments of time on each assignment, activity or exercise) but for the extent of time needed to master ; **INTENSITY** (presented enthusiastically by passionate teachers, tutors, instructors); **FREQUENCY** of presentation (math facts can be practiced while jumping rope not just setting at a desk – short intervals of learning paired with fun neurodevelopment activities will improve students' academic achievement in the classroom. When academic achievement, self-confidence and physical/social abilities develop, the campus, the home and the students' future reap positive advancement.

Statutory Requirement 4: Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Due to the uniqueness of this program, there are no federal, state or local programs that will be coordinated with this during the initial year. However, we anticipate a blending of this program (particularly the Love & Logic disciplinary model) will be adopted in classrooms throughout the public school districts. Eventually, the FALCON Center and the FAECC can be utilized as a central training center for use by the public schools in furthering the assessments, evaluations and training of children who are identified with below average developmental abilities and skills.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Statutory Requirement 5: Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Neurodevelopment approach is based on the plasticity and redundancy of the brain. The neurodevelopment assessment that Faith Academy has developed is based on the findings of Harald Blomberg, M.D. Sally Goddard and Dr. Temple Fay and is a modified version began by Glenn Doman and Carl Delacato.

- The February 12, 2000 issue of *The Lancet* journal published a report of a student on the effect of a retained primitive reflex on children's ability to read. A group of children with a retained reflex integrated the reflex by means of motor exercises. Results showed that the treated children improved their reading ability in a significant way compared to an equivalent control group that did not do any exercises to integrate the reflex.
- Another study from Belfast, published in 2007 and including 739 children, demonstrated that a retained (reflex) deteriorated both reading and spelling ability significantly.
- Reading Plus was used by the Jourdanton ISD and Principal Rutkowski reports that after using the program they have 213 students reading at or above grade level. Before using Reading Plus, that number was only 26.
- Love and Logic is a nationally know program that is evidence supported. Locally the program has shown a decrease in office referrals (discipline trips to the office by students) from 20 per day to 20 per week.
- The assessment tool, Visagraph used with the remediation computer program of Reading Plus has been an evidence based tool for Faith Academy for almost 2 decades. FAB now pairs that graphed information with the Dr. David Cook saccadic assessment to determine a possible cause of reading disabilities.
- Reading Plus (computer program) and the tutor technique of echo reading with the struggling student has proven to increase the student's reading speed, fluency and comprehension

The following assessment plan is to be followed and data collected, recorded and maintained both in hard copy and electronically of a Pre-Assessment, Mid-way Assessment and Post Assessment of the following:

- Visagraph
- ALEKS.com
- From the initial assessment records are kept to show progression of development of the vestibular system (balance), the reticular activating system for focus and alertness, the cerebellum for improved coordination the parasympathetic nervous system to reduce anxiety.
- Local program evaluation will be maintained through the Community Advisory Council quarterly meetings followed by administrative meetings to bring the improvement suggestions back to the program staff. The CAC will be apprised at these meetings of the aggregate progress of students.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **008-130-101**Amendment # (for amendments only): **DNA**

Statutory Requirement 6: Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

☐ **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

In the initial phases of development, the Executive Director of Faith Academy met with various principals from local school districts to verify the need and interest for a partnership. Ultimately, it was determined that a pilot collaboration should be formed between Faith Academy and the district with the lowest performance ratings in the County (Sealy ISD). Currently, a formal agreement (an MOU) has been arranged wherein Faith Academy would provide afterschool enrichment services not only to their own students, but they would integrate services to the younger students from Faith Academy with those from Sealy ISD. Bellville ISD has expressed interest in the program and has agreed to sit on the Advisory Council to observe the program and give feedback as to ways in which to incorporate it with BISSD in 2017. Brazos ISD has been invited to participate as well, however no formal arrangement has been made as the district is a significant distance from the Faith Academy hub.

The Community Advisory Council will now consist of the leadership from Faith Academy, the Superintendent from Sealy ISD, The Chief Probation officer of the Austin County Juvenile Probation Department, the Austin County Sheriff, the Bellville Police Chief, and Fire Chief. Faith Academy continues to reach out to all Independent School Districts in Austin County for further feedback and potential collaborations in following years.

In addition to hosting the program, Faith Academy will be collaborating with the Executive Director from Vision Quest (a nationally recognized program for assisting at risk youth). Vision Quest has graciously offered to consult and develop this program and it's partnership with the public schools at no cost. Vision Quest will assist in training staff as well as parents in the dynamics of working with At-Risk youth, potential issues of Gang related culture, the Sanctuary model of student success as well as *Love & Logic*.

Other than initial communication with students and family members, the program will be the sole responsibility of Faith Academy. Provisions have been made to allow for district faculty/staff to participate at any level (including training) in an attempt to further bridge the gap between services offered at FA and services administered at the public school level.

Sealy ISD will participate in the monitoring and feedback of each students progress with Faith Academy staff. Along with feedback from parents, ISD teachers and the Community Advisory Council this collaboration is positioned to provide a robust "360 degree" program to enhance student achievement, strengthen family engagement and expand into new districts in the next few years.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Statutory Requirement 7: Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

For brevity and clarity the 5 identifies needs (Schedule 13) have been abbreviated as **Reading, Math, Processing, Family and Attitude**. Using those labels, how each center's resources will address those needs are:

Center #1 FALCON Center (grades 4-8)

- **Reading** – Reading Plus will transform how, what and why students read while broadening interest and building knowledge. Tutors will echo read with students to build confidence, fluency and articulation. FAB's existing 6 laptop computers and 5 iPads will be used by students in grades 3 through 8. Barton Reading Program which targets students with dyslexic tendencies is owned by FAB in its entirety and will be used by tutors as needed.
- **Math** – ALEKS.com will be used on the above mentioned computers/pads. FAB's dozens of manipulatives, games and flashcards will be used. Rapid Recall program will intensely present audibly and visually math facts frequently for short durations through each session
- **Processing** – Above mentioned computers will use several games to facilitate improvement of student's auditory and visual processing speed as well as short teacher presentations.
- **Family** – FES will schedule 1-hour private family sessions presenting the Love and Logic methods with parents required to attend 5 of 6 weeks. Monthly 1-hour group sessions will be offered in the evening and/or morning as interest dictates. An existing resource library of literature, DVDs and CDs will be available for checkout to all parents. A Master Social Worker (MSW) will be available to assist the FES in assisting families learning new positive parenting skills. Rosetta Stone English classes will be offered as interest is expressed.
- **Attitude** – The beauty of the FALCON building (existing) and the FALCON Challenge Course (grant funded) will initiate enthusiasm and pride of surroundings for each served student. The new learned activities that include juggling will build each student's pride of self. The DIF approach will ensure that all activities (reading, math, processing and neurodevelopment activities are presented for short durations, intensely and frequently throughout each session.

Center #2 FALCON EEC Center (grades PK-3)

- **Reading** – FAB's wide-ranging curriculum inventory of beginner letter recognition and phonemic awareness tools will be used as well as existing document cameras and overhead SVGA projectors to present beginner reading skills through animation, games and activities. The existing Visagraph will be used to assess both pre and post.
- **Math** – FAB's extensive inventory of manipulatives, counting CDs and personal white boards will be used to establish and build math skills.
- **Processing** – In this center for the younger children, building processing speed will be mainly presented by the tutoring teacher and the neurodevelopment staff using one on one exercises transforms how, what, and why students read while broadening interests and building knowledge.
- **Family** – For the predominately young parents the classes will accentuate the importance of good nutrition, regular routine and developmental stage identification. These elements will be woven into the individual and group sessions presented by the FES and MSW. For those needing to learn English, Rosetta Stone classes will be offered.
- **Attitude** – The existing 2 playgrounds surrounding the FALCON EEC Center will be used as well as 6,000 sq. ft. building already attractively designed for EEC age children. Indoor brachiating (monkey bars) will build eye-hand coordination as well as aid in developing muscle tone and upper body strength that is often deficient in these aged children. Mats provide safe areas for neurodevelopment activities.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Statutory Requirement 8: Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Faith Academy is aware that the training of a child begins even before birth with the prenatal care of the mother advancing to the care of the infant and preschool child. Because of the fact, FAB puts emphasis on the preschool student and their family. FAB has experienced that if the pre-kindergarten child is assessed and reflexes that remain active in the child can be integrated through exercises and learned movements, the child's progress in early learning skills is solidified. Thus, the foundation for future reading and math skills is laid. Since reading imperative to learning science, social studies and other subjects such as grammar and writing, this firm foundation is the key to the student's preparation for higher education and the workforce.

Returning to the in utero emphasis - it is intended that education of the integration of reflexes be offered to parents for existing children as well as those yet unborn. An example is inform the parents of the importance making the environment of an infant conducive to the natural progress of child development by providing tummy time. Tummy time is placing the baby in the prone position for a significant amount of time each day. Being allowed to be in this position strengthens the neck and upper body tone as well as promotes visual development – near and far. This practice is in direct contrast to the present routines of our culture which encourages carrying and entertaining the child in the supine position within a manufactured carrier. The formation of muscle tone is inhibited by this practice as well as limits the sensory exploration offered. In contrast, a child placed on their stomach naturally touches the surfaces around them and pushes up. Pushing up is the initial movement in the process to crawling.

The crawling process from the army crawl to creeping on all four limbs provides more than just mobility for the child. The process of crossing the midline and the synchronizing of the arms and legs all serve to build neuro pathways in the brain. Even though the early childhood assessment reveals the absence of these steps of progression and the FALCON movements rebuild the process, if the parents can be informed and allow the child to develop properly, the child's visual learning process begins on the path to success even before entering school.

Statutory Requirement 9: If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the use of the Community Advisory Council, FAB has volunteers willing to assist in several areas:

- Harold Arant of Vision Quest has offered his services to broaden the scope of information offered at parent meetings to include training on Love & Logic behavior management and the Sanctuary model empowering Mr. Arant has over 35 years of service working with at risk youth both in the state of Texas and on a national level.
- Several senior citizens in the community have expressed an interest in reading to the younger children in Center 2 perhaps providing that older generation influence on families that is often lacking.
- The Bellville mayor, Austin County Judge and Sheriff are all participants on the Community Advisory Council and have offered their written endorsement. They have offered to visit one or more times to encourage the students at both centers to continue their education and follow their example of being a community leader.
- Community Advisory Council leaders from Local law enforcement and fire-fighting agencies have indicated that the after-school hours of the program is an ideal time for them to make periodic pop-in visits.
- Our community is home of 2 world-champions in rodeo and a recent super bowl winning team member. Plans are to solicit these admired persons to visit, sign autographs and encourage students in both centers to keep positive attitudes. All three could be used to inspire young families, also.
- Teachers from all Sealy schools involved are invited to volunteer in assisting with both physical exercises and tutoring.
- Parents of these students have an opportunity to participate in activities to their comfort level.
- All volunteers will have background checks and finger print checks prior to access to any children or site.

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

Statutory Requirement 10: Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

☐ **Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

With the anticipated funding to expand the FALCON Centers to include the community, the 3 or 5 years of funding will enable FAB to publicize the availability of the services to the community. Because of the tremendous interest from parents and students alike that the FALCON Center has experienced with the limited time available during the day to implement the program, we feel assured that the expansion to before and after-school hours will greatly increase that interest throughout our county. Our county juvenile probation department, although not able to join us in the grant request at this time, has expressed an interest in contracting with FAB in the future to utilize at least 3 parts of our proposed program – math, reading, science and social studies tutoring and parenting classes.

Projected annual timeline:

2016-2017

- Grant funds enable Center 1 (FALCON Center) to serve grades 4-8 for 3 hrs. for 4 days of 30 weeks during the Fall and Spring semesters and for 4 hours each of 4 days for 6 weeks in the summer.
- Grant funds enable Center 2 (FALCON EEC Center) to serve grades PK-3 for 4 days of 36 weeks from August 22 through July 28 for 4 hours each day.
- The grant funds will provide the personnel, supplies, contracted services, operating costs and capital outlay for the designated 144 days.

2017-2018

- Grant funds will enable the same operation of both centers with the projected same expenses of personnel, contracted services and operating costs. However, the supplies and capital outlay costs though different are expected to be approximately the same amount. Bicycles and the development of a riding track on track is contemplated.

2018-2019

- The anticipated growth of the program is expected to enlarge the number of students served. Therefore, the shift of the appropriation of funds will likely change to require more allotted to personnel payroll and contracted services to accommodate a greater number of students. Replacement and enrichment of computer programs and/or equipment is expected to require the same in capital outlay.

2019-2020

- The fourth year of the program (if funded by this grant) will solidify the consistency of the program in the eyes of the community and if the growth has been 10% each year, the number of students served in this 4th year is expected to be a minimum of 160. That number would require added hours, staff, equipment, operating expenses and probably added vehicles for transportation

2020-2021

- With the program beginning a 5th year of achieving excellence in math, reading, science and social studies tutoring and enrichment by means of increasing each student's processing skills, building the family values and harmony and changing the attitude of all involved to one of positivity toward learning, the program is bound to garner the attention of other community and educational entities to join forces to ensure not only a continuation of the concept program but a broadening of the founding concepts that further means to take advantage of the plasticity of the brain can be the missing link to enriching the lives of future generations.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **008-130-101**Amendment # (for amendments only): **DNA****TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Involvement was initially sought with the three major school districts in Austin County (Bellville, Brazos & Sealy ISD's), and the Austin County Juvenile Probation Department (ACJPD). However, it was determined that the ACJPD was not an appropriate fit during the initial years of development and Brazos ISD was geographically too far away to utilize the services at the FALCON Center within a manner that families could reasonably participate. Over the next few years, it is anticipated that this program can be launched at these individual sites in a manner much more feasible for the other two perspective partners.

Fortunately, the ACJPD did provide a community needs assessment through the Austin County Community plan (ACCP). The ACCP was used to verify and strengthen the need for unique programing such as is offered through the FALCON Center as well to provide services that significantly increase parent participation and comfort. The Chief Probation Officer recognizes the need for such services and has indicated she would be a participant in future endeavors of this collaboration.

Local elected officials have agreed to participate in quarterly or bi-annual meetings not only to provide perspective but also to receive and review the data and feedback from the current program and it's impact on the public and private school students. Currently, the Mayor of Bellville, the Austin County Sheriff and Judge, the Chief Probation officer for Austin County Juvenile Justice and the Bellville superintendent have all agreed to participate with the Sealy ISD superintendent and administrators of FAB in the form of a Community Advisory Council.

Sealy ISD has agreed to participate in aggregate data research (and publication) which will not only serve to improve service delivery, but will also provide the residents of Austin County with a significant amount of information regarding these types of interventions and the successful nature of their implementation. Final evaluation data on each student will be collected and aggregated to create a new program brochure each year the program is successfully implemented. It is anticipated that the program will grow as we continue to get the word out across the community.

In addition to the hard data from the student evaluations, data will be collected annually through the TEA report cards, student and parent feedback as well as feedback from teachers and administrators that are involved with the individual students (a formal survey has been created for the sake of consistency). Administrators from Faith Academy and all ISD superintendents will meet on a regular basis (approximately quarterly) for data review, feedback and program modification. The Advisory Council will review data, feedback and modification information at their bi-annual meetings. Their input will serve to direct the course of the following years program development as well as garner more community support thereby increasing the chances of long term sustainability and progress.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

TEA Program Requirement 2: Grant Management. Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The various components of the grant, from management of funds to implementation of tutoring all the way to holding the attention of students and maintaining an atmosphere of structure while providing fun activities, will all depend on precise planning of routines, respectful communication and staff training to maintain consistent implementation of those standards.

Management of grant funds will be provided through FAB's existing accounting system giving detailed identification of staff time. Staff will be trained in routines to provide consistency in record keeping – both of employee time and documentation of student activities, assessment and progress. A uniform system and specific forms are to be used. Ample time is to be built into the staff members schedule to allow processing of this data. Hard copies submitted are then to be transferred to progress charts giving easy understanding of current needs of each student.

The program of Love and Logic that is to be the foundation of the communication tools offered to parents will also be used to train the staff. Therefore the structure of consistent adult to child communication can be the same in the home as the child is exposed to in the FALCON Centers. Contracts with parents of all students and the students themselves in grades 4 through 8 will be used to convey expectations of respect of property and supervision. Communication of infractions of these expectations will be communicated to students and parents and alternative actions discussed with older students.

The structure of the student's time in the FALCON Center will be planned and followed by staff members guiding the session schedules. The plan of DIF training will be required of all staff and shared with parents. DIF is short Duration spent on each activity, Intensity of presentation by staff – thus creating interest and enthusiasm in the student and Frequency of activities. This DIF program has been used by FAB to hold the attention and focus of students thereby providing an atmosphere of fun while learning.

Upon award, the Faith Academy implementation team of core members will develop a strategic timeline for initial training and start-up, utilizing current standards of operation.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Center Number: 1** **Center Name: Faith Academy Bellville: FALCON Center****9 digit campus ID#** 008-130-101**Distance to Fiscal Agent (Miles)**

Same campus

Grade Levels to be served (PK-12) Grades 4-8**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:** 60**Number of Adults (parent/ legal guardians only) to be served:** 45 (using 75% projected)**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Selman Intermediate	Sealy Junior High	FA Elementary	FA Junior High
9 digit Campus ID #	008-902-103	008-902-041	008-130-101	008-130-101
DistrictName(ifdifferent)	Sealy ISD	Sealy ISD	Private	Private
Distance to Center	14 miles	15 miles	On site	On site

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.**Center Number: 2** **Center Name: Faith Academy Early Education Center (FAB)****9 digit campus ID#** 008-130-101**Distance to Fiscal Agent (Miles)**

Same Campus

Grade Levels to be served (PK-12) Grades PK-3**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:** 60**Number of Adults (parent/ legal guardians only) to be served:** 45 (using 75% projected)**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

Campus Name	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
	Selman Elementary	FA Elementary	DNA	DNA
9 digit Campus ID #	008-902-103	008-130-101	DNA	DNA
District Name (if different)	Sealy ISD	Private	DNA	DNA
Distance to Center	14 miles	On site	DNA	DNA

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TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Center Number: 3****Center Name:** DNA**9 digit campus ID#**

DNA

Distance to Fiscal Agent (Miles)

DNA

Grade Levels to be served (PK-12)

DNA

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:**

DNA

Number of Adults (parent/ legal guardians only) to be served:

DNA

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	DNA	DNA	DNA	DNA
9 digit Campus ID #	DNA	DNA	DNA	DNA
District Name (if different)	DNA	DNA	DNA	DNA
Distance to Center	DNA	DNA	DNA	DNA

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant**Center Number: 4****Center Name:** DNA**9 digit campus ID#**

DNA

Distance to Fiscal Agent (Miles)

DNA

Grade Levels to be served (PK-12)

DNA

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:**

DNA

Number of Adults (parent/ legal guardians only) to be served:

DNA

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	DNA	DNA	DNA	DNA
9 digit Campus ID #	DNA	DNA	DNA	DNA
District Name (if different)	DNA	DNA	DNA	DNA
Distance to Center	DNA	DNA	DNA	DNA

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008-130-101		Amendment # (for amendments only): DNA	
TEA Program Requirement 3: Center Operation Requirements			
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.			
Center Number: 5	Center Name: DNA		
9 digit campus ID#	DNA	Distance to Fiscal Agent (Miles)	DNA
Grade Levels to be served (PK-12)	DNA		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			DNA
Number of Adults (parent/ legal guardians only) to be served:			DNA
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	DNA	DNA	DNA
9 digit Campus ID #	DNA	DNA	DNA
District Name (if different)	DNA	DNA	DNA
Distance to Center	DNA	DNA	DNA
Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant application.			
Center Number: 6	Center Name: DNA		
9 digit campus ID#	DNA	Distance to Fiscal Agent (Miles)	DNA
Grade Levels to be served (PK-12)	DNA		
Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.			
			Total
Number of Regular Students (attending 45 days or more per year) to be served:			DNA
Number of Adults (parent/ legal guardians only) to be served:			DNA
Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.			
Campus Name	Feeder School #1	Feeder School #2	Feeder School #3
	DNA	DNA	DNA
9 digit Campus ID #	DNA	DNA	DNA
District Name (if different)	DNA	DNA	DNA
Distance to Center	DNA	DNA	DNA

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Schedule #17—Responses to TEA Program Requirements (cont.)

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Amendment # (for amendments only): DNA

TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center Number: 7	Center Name: DNA		
9 digit campus ID#	DNA	Distance to Fiscal Agent (Miles)	DNA
Grade Levels to be served (PK-12)	DNA		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	DNA
Number of Adults (parent/ legal guardians only) to be served:	DNA

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	DNA	DNA	DNA	DNA
9 digit Campus ID #	DNA	DNA	DNA	DNA
District Name (if different)	DNA	DNA	DNA	DNA
Distance to Center	DNA	DNA	DNA	DNA

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant

Center Number: 8	Center Name: DNA		
9 digit campus ID#	DNA	Distance to Fiscal Agent (Miles)	DNA
Grade Levels to be served (PK-12)	DNA		

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.**

	Total
Number of Regular Students (attending 45 days or more per year) to be served:	DNA
Number of Adults (parent/ legal guardians only) to be served:	DNA

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	DNA	DNA	DNA	DNA
9 digit Campus ID #	DNA	DNA	DNA	DNA
District Name (if different)	DNA	DNA	DNA	DNA
Distance to Center	DNA	DNA	DNA	DNA

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

TEA Program Requirement 3: Center Operation Requirements**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Center Number: 9****Center Name:** DNA**9 digit campus ID#**

DNA

Distance to Fiscal Agent (Miles)

DNA

Grade Levels to be served (PK-12)

DNA

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:**

DNA

Number of Adults (parent/ legal guardians only) to be served:

DNA

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	DNA	DNA	DNA	DNA
9 digit Campus ID #	DNA	DNA	DNA	DNA
District Name (if different)	DNA	DNA	DNA	DNA
Distance to Center	DNA	DNA	DNA	DNA

Chart 1: Center and Feeder School Detail- Applicants must complete the following information for each center in this grant**Center Number: 10****Center Name:** DNA**9 digit campus ID#**

DNA

Distance to Fiscal Agent (Miles)

DNA

Grade Levels to be served (PK-12)

DNA

Chart 2: Participants Served. Applicant must set realistic student and adult/ family participant goals. **Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.****Total****Number of Regular Students (attending 45 days or more per year) to be served:**

DNA

Number of Adults (parent/ legal guardians only) to be served:

DNA

Chart 3: Feeder School Information. Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

	Feeder School #1	Feeder School #2	Feeder School #3	Feeder School #4
Campus Name	DNA	DNA	DNA	DNA
9 digit Campus ID #	DNA	DNA	DNA	DNA
District Name (if different)	DNA	DNA	DNA	DNA
Distance to Center	DNA	DNA	DNA	DNA

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

TEA Program Requirement 3a: Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

This collaborative program coordinates with 3 public schools and 1 private school. It directly targets those students who have below average academic performance in standardized testing, are economically disadvantaged and are performing below their developmental age in basic reading and/or math skills. Each student will be individually identified through the perspective base school and will be provided a minimum of 12 hours each week additional skill building and tutorial programming. All programming activities are designed to enhance auditory and visual skills that have a direct effect on the students' ability to integrate information. These integration skills are necessary foundational skills that will enhance their ability to read and perform math operations at a higher level.

Program activities are designed to be fun and engaging, thereby encouraging students to remain in the program long enough to experience academic achievement. Once they begin to perform at a higher level, they will have motivation to continue in the program and ultimately develop a greater appreciation and love for learning.

Providing significant training for parents will increase the child's chances of success. Families will learn new means of working at home with their children and have less stress determining how to help their child succeed. The Family Specialist will also serve as a conduit of encouragement and development to retain family involvement in the program. Faith Academy will remain a resource for parents who wish to continue learning and helping those children who have graduated out of the program.

Teachers from all 7 public schools are invited to participate in training and program activities with the students. They are encouraged to implement new management strategies (from the Love & Logic model) and will have opportunities to practice new skills at the FALCON center and in their respective classrooms.

Information dissemination and recruiting will be carried out through the public schools, via informational brochures. Teachers will make individual recommendations for the students who are lowest performing and are at greatest risk of falling further behind in academic studies.

The over-all goal of this collaboration is to provide a quality alternative program (with a proven track record) for the public school students who are not responding to traditional classroom services. With the integration of public school teachers and family members into the mix of those learning these new techniques, we anticipate stronger public/private alliance, stronger parent/child interaction and higher skill level achievement. All of which should serve not only to retain current students, but also to create interest and support from the entire community at large.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 008-130-101

Amendment # (for amendments only): DNA

TEA Program Requirement 3b: Center Operations, Staffing and Schedule. Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Center 1 FALCON CENTER Grades 4-8

- Dates Fall Semester August 22, 2016 – December 2, 2016 12 weeks 3 hrs each day 12 hours per week
- Hours – Mon thru Thurs 6:30 am – 7:30 am AM SESSION - Mon thru Thurs 3:30pm – 5:30 pm PM SESSION
- Dates Spring Semester December 5, 2016 – March 31, 2017 12 weeks 3 hrs each day 12 hours per week
- Hours – same as Fall Semester
- Dates Summer Semester April 3, 2017 – July 28, 2017 12 weeks 4 hrs each day 16 hours per week
- Hours – 9:00 am – 1 pm 16 hours per week
- Staffed by 1 teacher/tutor and 2 FALCON trained staff serving 20 students per day—each semester—60 yr.

Center 2 FALCON EEC CENTER Grades PK-3

- Dates for Fall, Spring and Summer Semester same as center 1
- Fall and Spring Hours -Monday thru Thursday 3:00pm – 6:00 pm afternoon session – 12 hours per week
- Summer Hours - 9:00 am – 1 pm 16 hours per week
- Staffed by 1 teacher/tutor and 2 FALCON trained staff

Serving 20 students per day each semester for a total of 60 students per year

TEA Program Requirement 3c: Center Operations, Safety. Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The sessions as described above were determined to allow for approximately 48 days each semester. One will notice that each overlaps the school-year semester. The reason for that scheduling is to allow for advertising and enrollment before the school semester begins and also to allow approximately 48 each sessions which is the approximate amount of time that has been determined by our neurodevelopmental specialist to effectively affect the plasticity of a student's brain for optimum academic progress.

After enrollment is established for each semester, the students will be signed in at Center 2 by attending adult; students will sign in in Center 1 (grades 4-8) and all will be signed out by adult receiving the child. After morning sessions, FA students will be signed out and escorted to their respective classroom areas / others will be signed out by receiving adult.

For safety, all outside FAB doors remained locked at all times. Only identified adults will be admitted by FALCON Staff or those with "visitor" badge denoting that they have checked in and left ID at FAB's main office.

FAB has a great working relationship with Austin County's Sheriff's office as well as Bellville Police. Sheriff officers patrol the area daily and both entities are very familiar with Faith Academy's building layouts as well as staff.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **008-130-101**Amendment # (for amendments only): **DNA**

TEA Program Requirement 4a: Activity Planning, Alignment and Quality. Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The objective of all activities in the FALCON Program is to improve academic skills .

As an accredited school, Faith Academy Bellville aligns all curriculums with the TEKS. The ALEKS math that will be used for math assessment and remediation can be programmed to ensure coverage those mandate per grade. Therefore, even when a student attending the FALCON Program is from the public school those standards will be met. Reading Plus Program / Visagraph assessment is likewise aligned with TEKS. For tutoring in science and social studies, the FAB curriculum will be followed or attending student's presented material. Additionally, the drills that are planned based on individual assessments will address math facts by visual, auditory and written activities.

All of the practices are evidence based. Namely the Visagraph, Reading Plus, ALEKS math that are to be purchased through the grant.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **008-130-101**Amendment # (for amendments only): **DNA**

TEA Program Requirement 4b: Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In all activities in Center 1 (grades 4-8) and Center 2 (grades PK-3) the activities will be age appropriate. The planned staff to student ratio is approximately 1 to 5. The efficiency of the programs, especially the rhythmic movements and facilitating reflex integration is dependent upon as much one on one as possible. Using a rotating centers theme age appropriate for each center, some activities will be facilitated with a larger number of students while enabling 1 to 3 for some activities and even 1 to 1 when needed.

Those students who are at-risk and therefore would be long-term high risk for being a drop out will benefit the most from the small ratio and certainly from the 1 to 1.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **008-130-101**Amendment # (for amendments only): **DNA**

TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist. Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family Engagement Specialist (FES) plans to be involved in the parents' initial enrollment and when needed have an interpreter to facilitate with any language barriers. From that initial meeting the FEC will keep a file on all parents. Invitations to individual offered sessions will be available in both English and Spanish as needed. Those individual meetings will be at a location, date and time compatible to the parents' work and family schedule. The intention is to have monthly parent classes in a group setting at the FALCON Center 1 with child care at FALCON EEC Center #2.

Additionally, when needed, the FALCON Center will offer after-hours access to parents in need of English language proficiency. Plans have also been made to furnish parents with GED materials and testing site information when warranted.

TEA Program Requirement 5b: Family Engagement, Program Coordination. Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the FES maintaining files on each enrolled parent (family), the plan is that the FES will communicate with the Project Director and Site Coordinators on an as-needed basis to assist the FES in any student need information that will aid in the individual parent classes. Monthly parent classes will be a combined effort including the parents of both centers. All reasonable means will be used to coordinate student progress and parent/family progress across all entities.

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **008-130-101**Amendment # (for amendments only): **DNA**

TEA Program Requirement 5c: Family Engagement, Activities. Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist is central to the success of this program. (S)He will be responsible for getting to know all the students and their family members while coordinating all training and support activities not only for families who are able to participate in programming, but she will also connect (to whatever degree possible) with those family members who are unable to participate.

During the course of each session, the FES will hold monthly group sessions for family members (for a total of 3 group sessions each semester). The sessions will be centered on gaining an understanding of a child's neural development, their potential deficiencies as well as ways to address these deficiencies in the home environment. In addition, she will meet with each family individually (a total of 6 individually family sessions per semester will be offered) in order to gain a greater understanding of the individual family dynamics, resources available and find ways to strengthen each family unit with regard to the struggles of the individual child. Whenever possible, all family sessions will be held at the FALCON center, however the FES will be mobile and have the ability to make home visits (specifically for working families who are unable to attend regularly scheduled sessions) or when deemed prudent. All training and groups sessions will have on site child care available for family members to bring younger siblings who are in need of supervision. The child care is offered free of charge to participants family members, and will be highlighted in the information brochure that is distributed to potential students at the beginning of each semester.

In tandem with the Group and Individual family sessions with the FES, all family members are encouraged to observe or participate in the program activities (when appropriate) with their children. Tutors are available to assist family members with basic skills on how to facilitate math and reading homework as well as support in using the *Love and Logic* Model of behavior management in the home environment.

As an additional enhancement to the families of limited English proficiency, Faith Academy will make available a learning lab with the Rosetta Stone Curriculum (to learn English) and a facilitator to assist with any questions or challenges. These sessions will be offered in the evenings by appointment and every effort will be made to accommodate the family members work schedule. Child Care will be provided if needed.

Ideally, the child and family members will be learning new skills in unison. As they learn new skills, they will be able to practice at home and gain strength and understanding to build upon new habits at home.

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Schedule #18—Equitable Access and Participation				
County-District Number or Vendor ID: 008-130-101			Amendment number (for amendments only): DNA	
No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	X	X	X
A02	Provide staff development on eliminating gender bias	X	X	X
A03	Ensure strategies and materials used with students do not promote gender bias	X	X	X
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	X	X	X
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	X	X	X
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	X	X	X
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	X	X	X
B02	Provide interpreter/translator at program activities	X	X	X
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	X	X	X
B05	Develop/maintain community involvement/participation in program activities	X	X	X
B06	Provide staff development on effective teaching strategies for diverse populations	X	X	X
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	X	X	X
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	X	X	X
B09	Provide parenting training	X	X	X
B10	Provide a parent/family center	X	X	X
B11	Involve parents from a variety of backgrounds in decision making	X	X	X

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 008-130-101

Amendment number (for amendments only): DNA

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	X	X	X
B13	Provide child care for parents participating in school activities	X	X	X
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	X
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	X	X	X
B16	Offer computer literacy courses for parents and other program beneficiaries	X	X	X
B17	Conduct an outreach program for traditionally "hard to reach" parents	X	X	X
B18	Coordinate with community centers/programs	X	X	X
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	X	X	X
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	X	X	X
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	X	X	X
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	X	X	X
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	X	X	X
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	X	X	X
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	X	X	X
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	X	X	X
D09	Conduct parent/teacher conferences	X	X	X
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	X	X	X
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 008-130-101

Amendment number (for amendments only): DNA

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	X	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	X	X	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	X	X	<input type="checkbox"/>
F02	Provide interpreters at program activities	X	X	X
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	X	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	X	X	X
G02	Expand tutorial/mentor programs	X	X	X
G03	Provide staff development in identification practices and effective teaching strategies	X	X	X
G04	Provide training for parents in early identification and intervention	X	X	X
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	X	X	X
H02	Provide staff development on effective teaching strategies	X	X	X
H03	Provide training for parents	X	X	X
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Amendment number (for amendments only): DNA

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	X	X	X
J02	Ensure all physical structures are accessible	X	X	X
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	X	X	X
K02	Develop and implement a truancy intervention plan	X	X	X
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	X	X	X
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	X	X	X
M02	Conduct home visits by staff	X	X	X

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 008-130-101

Amendment number (for amendments only): DNA

Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	X	X	X
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	X	X	X
M07	Provide a parent/family center	X	X	X
M08	Provide program materials/information in home language	X	X	X
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	X	X	X
M11	Provide child care for parents participating in school activities	X	X	X
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	X	X	X
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	X	X	X
M14	Conduct an outreach program for traditionally "hard to reach" parents	X	<input type="checkbox"/>	X
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	X	X
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	X	X
N03	Provide mentor program for new personnel	<input type="checkbox"/>	X	X
N04	Provide intern program for new personnel	<input type="checkbox"/>	X	X
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	X	X
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	X	X	X
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	X	X	X

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County-District Number or Vendor ID: 008-130-101

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	X	X	X
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	X
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	X
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	DNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DNA			
Z99	DNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DNA			
Z99	DNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DNA			
Z99	DNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DNA			
Z99	DNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DNA			
Z99	DNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DNA			
Z99	DNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DNA			
Z99	DNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DNA			
Z99	DNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DNA			
Z99	DNA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	DNA			

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Schedule #19—Private Nonprofit School Participation

County-District Number or Vendor ID: 008-130-101

Amendment number (for amendments only): DNA

Part 1: Private Nonprofit School Contacts. This part is required regardless of whether any private nonprofit schools are participating in the program. For *statewide* teacher training programs or *statewide* student instructional programs, refer to the list of private nonprofit school association contacts posted on the [Applying for a Grant](#) page.

Total Nonprofit Schools within Boundary

Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 0 (FAB only one)

Initial Phase Contact Methods

Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.

DNA Certified letter

DNA Documented phone calls

DNA Meetings

DNA Fax

DNA Email

DNA Other method (specify): DNA

Total Eligible Nonprofit Students within Boundary

Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): DNA

Check box only if there is no data available to determine the number of eligible students: DNA

Total Nonprofit Participants

Total nonprofit schools participating: DNA

Total nonprofit students participating: DNA

Total nonprofit teachers participating: DNA

No nonprofit schools participating: DNA

No nonprofit students participating: DNA

No nonprofit teachers participating: DNA

Part 2: Consultation and Services. Remainder of schedule, Parts 2, 3, and 4, are required *only* if private nonprofit schools are participating.

Participant Consultation: Development and Design Phase Consultation Methods

Check the appropriate boxes to indicate development and design phase contact methods.

DNA Certified letter

DNA Documented phone calls

DNA Meetings

DNA Fax

DNA Email

DNA Other (specify): DNA

Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)

DNA How children's needs will be identified

DNA What services will be offered

DNA How, where, and by whom the services will be provided

DNA How the services will be academically assessed, and how the results of that assessment will be used to improve those services

DNA The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services

DNA The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools

DNA How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers

DNA How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor

DNA Other (specify): DNA

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Schedule #19—Private Nonprofit School Participation (cont.)

County-District Number or Vendor ID: 008-130-101

Amendment number (for amendments only): DNA

Part 3: Services and Benefits Delivery**Designated Places/Sites**

DNA Public school

DNA Private nonprofit school

DNA Neutral site

DNA Other (specify): DNA

Designated Times

DNA Regular school day

DNA Before school day

DNA After school day

DNA Summer vacation

DNA Other (specify): DNA

Part 4: Selection Criteria/Activity Timeline

#	Private Nonprofit School Name/ Number of Students and Teachers		Selection Criteria	Major Activities	Activity Begin/ End Date
1	School name: DNA		DNA	DNA	DNA
	# of students: DNA	# of teachers: DNA			DNA
2	School name: DNA		DNA	DNA	DNA
	# of students: DNA	# of teachers: DNA			DNA
3	School name: DNA		DNA	DNA	DNA
	# of students: DNA	# of teachers: DNA			DNA
4	School name: DNA		DNA	DNA	DNA
	# of students: DNA	# of teachers: DNA			DNA
5	School name: DNA		DNA	DNA	DNA
	# of students: DNA	# of teachers: DNA			DNA

Part 5: Differences in Program Benefits Provided to Public and Private Schools

Select the one appropriate box below.

DNA There are no differences between the program benefits provided to the public school students and the private school students.

DNA There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

Description of Difference in Benefits			Reason for the Difference in Benefits	
1	DNA		1	DNA
2	DNA		2	DNA
3	DNA		3	DNA
4	DNA		4	DNA
5	DNA		5	DNA

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